

**Texas Education Agency
Standard Application System (SAS)**

2016-2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> MAR 29 PM 3:55 </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Austin ISD	227-091		
Vendor ID #	ESC Region #	DUNS #	
1746000064	XIII	076933746	
Mailing address	City	State	ZIP Code
1111 West 6 th Street	Austin	TX	78703-

Primary Contact

First name	M.I.	Last name	Title
John		Shanks	Afterschool Coordinator
Telephone #	Email address		FAX #
512-414-0290	jshanks@austinisd.org		512-414-0393

Secondary Contact

First name	M.I.	Last name	Title
Gloria	L	Williams	Executive Director
Telephone #	Email address		FAX #
512-414-0112	gloria.williams@austinisd.org		512-414-0393

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Paul		Cruz	Superintendent
Telephone #	Email address		FAX #
512-414-2482	paul.cruz@austinisd.org		512-414-1486
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

701-16-102-138

Schedule #1—General Information (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single Audit

Yes: ☐

No: ☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-901	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school-wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview. Through the proposed project, Austin ISD and its community-based partners plan to provide a comprehensive range of Out-of-School Time (OST) academic assistance, enrichment, family and parental support, and college- and workforce-readiness activities. Services will be provided before school, after school, and during summer at ten schools located in Austin's high-need communities. Each school was identified based on gaps in service, low levels of student achievement, and a concentrated population at risk. Funding from the 21st CCLC grant will be used to expand and align OST programming at four middle schools and six elementary schools. Austin ISD's (ACE Austin) formal partners for the proposed project include 4-H CAPITAL and It's Time Texas. The proposed project will support a range of services, all guided by ACE Austin's overarching vision: *"Youth making a positive difference through learning, working, thriving, connecting, and leading"*, and Austin ISD's mission to *Reinvent the urban school experience together*. The project enhances and expands Austin ISD's resources devoted to improving student attendance; expanding academics (intellectual, physical health, wellness & safety); Social & Emotional Learning (SEL); preparing all students for college, career, and life; exploration and establishment of innovative delivery models; and a New Vision for Summer School that alleviates summer slide for all students and offers economically-disadvantaged students access to summer learning opportunities that give them equal footing with wealthier peers.

Budget. In order to determine the total budget requested in this grant, a Project Leadership Team (PLT) comprised of the Grant Administrator, each school's principal, and Austin ISD leadership from School Family, and Community Education and the Office of Innovation and Development came together to review Campus Improvement Plans (CIPs) of each campus, assess the needs to be addressed in this proposal, and consider the following questions: Who will be the target populations?, How many students and adult family members must be served to support schoolwide success and meet the needs of the whole community?, What type of services are needed to address the challenges prioritized in the CIP and Needs Assessment?, and, What level of support is needed to ensure that the program is of high quality and will result in the intended outcomes? The amount of funding available through other sources was also considered, as well as money that could be saved through coordination of complementary services and organizations.

Demographics. The ten schools selected for inclusion in this proposal are all Title I schools with economically disadvantaged populations. They each have a high percentage of students at risk for academic failure, large Limited English Proficiency (LEP) and refugee populations, and are located in neighborhoods with high rates of juvenile crime, gang activity, and high truancy and dropout rates. While several of these schools and communities are currently served by coordinated youth service providers, the vast majority of Out-of-School Time (OST) and youth services are only funded through Summer 2016, after which a significant drop in services will deepen the risk factors and level of disadvantage in several of Austin's highest need communities—East Austin, Dove Springs, Rundberg and North East Austin, which are deeply segregated from affluent communities and the opportunities associated with them. In 2015, Austin was deemed the most economically segregated city in America by the Martin Prosperity Institute, which highlights a unique set of challenges for these communities. Basically, affluent Austin masks impoverished Austin through the law of averages, making it even harder for the at-risk population to access badly needed social services.

Needs Assessment. The PLT worked closely with school communities, including families, students, community members, and community-based organizations, and the Austin ISD Associate Superintendents to determine needs and gaps in services, and to prioritize those needs. After reviewing the ACE Prime Blueprint, the AISD Grant Administrator developed the proposed project plan to align to the stated needs, in order of priority: high truancy rates; low academic outcomes; high rates of juvenile crime and gang activity; high dropout rates; neighborhood stability; few young people seeking post-secondary educational opportunities; and gaps in services.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Management Plan. The District Grant Administrator has over fourteen years of experience supervising OST programs and will oversee all aspects of project planning, implementation, evaluation, and grant compliance. A Project Director will supervise and coach the proposed project team to ensure fidelity to this proposal and support achievement of stated goals and outcomes. Each center will be supervised by a full-time Site Coordinator who will receive support from a full-time Academic Liaison, and a full-time Family Engagement Specialist. Quality of curriculum, instruction and operations are ensured by professional development offerings; task list completion; observations, feedback, peer-to-peer learning, and a cycle of continuous improvement that evolves all aspects of program quality including content, processes, communication, management, leadership, and general program execution.

Evaluation. The AISD Department of Research & Evaluation (DRE) Evaluator will conduct an independent evaluation to assist the Grant Administrator, Project Director and Academic Liaison with program monitoring and improvement. The primary purpose of this evaluation will be to provide quantitative and qualitative information about ACE Austin program participants and to assess the relationships between program participation and the proposed outcomes (e.g, attendance, academic achievement, and behavior). AISD will follow all TEA and ACE guidelines and recommendations regarding reporting and evaluation. Observations using evidence-based assessment tools, and other qualitative data in the form of student, family, and teacher surveys will also inform evaluation and recommended improvement.

Statutory and TEA Requirements. AISD has completely and accurately addressed all statutory and TEA requirements.

Evidence- and Research-Based Strategies. Austin ISD is a proven leader when it comes to fully implementing evidence- and research-based strategies and providing high-quality programs that align with best practices in youth services, Out-of-School Time, education, and risk-factor prevention. These include: The Ready by 21 Framework, an objective set of measures designed for data-driven analysis and action toward measurable outcomes; Youth Work Methods and the associated Youth Program Quality Assessment Tool, which is based on Maslow's Hierarchy of Needs and combines assessment and targeted professional development to create a continuous improvement cycle; and the five core principles of the *Learning in Afterschool Project*. Austin ISD is also a successful innovator that frequently pilots programs incorporating best practices in new ways. The districtwide Social Emotional Learning (SEL) Initiative, now in its fifth year, is considered a national model among only eight school districts invited to partner with the Collaborative for Academic, Social, and Emotional Learning (CASEL). ACE Austin began using the National Summer Learning Association's (NSLA) Comprehensive Assessment of Summer Programs (CASP) to inform professional development and evolve high-quality summer learning programs several years before the NSLA created an assessment tool to complement their set of research-based indicators, and the Grant Administrator currently represents Austin ISD on the New Vision for Summer School Network, a nationwide affinity group of school districts committed to a broad vision of summer learning that boosts academic achievement and influences teaching and learning throughout the year.

Sustainability. Austin ISD has convened stakeholders from all over Central Texas to develop a strategic plan for a region-wide system of coordinated OST services. The results include ongoing resource mapping, long-term gap and needs analysis, and designation of an intermediary that envisions *All Central Texas children and youth become future ready by participating in an eco-system of high-quality out-of-school time experiences*. The goal of this work is ultimately to ensure sustainable access to OST programs that suit community needs throughout the year. The intermediary will accomplish this by securing funding, implementing policy, and streamlining coordination between school districts, City, County, private foundations, and other stakeholders in the OST space.

Conclusion. ACE Austin and its partners are committed to providing with fidelity high-quality, research-based programs that will result in positive youth outcomes. School Improvement Grants, Title I funding, and other supports are available to supplement funding at all ten centers. ACE Austin and its partners are dedicated to improving the academic, social, and emotional outcomes for the youth in these communities.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-901			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$ 1,209,619	\$ 75,910	\$ 1,285,529
Schedule #8	Professional and Contracted Services (6200)	6200	431,400		431,400
Schedule #9	Supplies and Materials (6300)	6300	48,154	1,000	49,154
Schedule #10	Other Operating Costs (6400)	6400	33,917		33,917
Schedule #11	Capital Outlay (6600)	6600			
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$ 1,723,090	\$ 76,910	\$ 1,800,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$ 1,723,090	\$ 76,910	\$ 1,800,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$ 1,800,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$ 90,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	District Grant Administrator		1	\$ 29,250
5	Project director (required)	1		58,000
6	Site coordinator (required)	10		442,840
7	Family engagement specialist (required)	1		54,544
9	Secretary/administrative assistant		1	2,100
10	Grant accountant/bookkeeper	1		33,186
11	Evaluator/evaluation specialist		1	24,000
Auxiliary				
12	The Academic Liaison: provide direct academic program support for the Site Coordinators, oversee program quality, and evaluate curriculum		1	\$ 14,400
13	Data Monitor: to ensure data is complete		1	8,870
14	Youth Workers/Afterschool Enrichment facilitators: (\$13/hr X 2.5 hrs X 110 days fall & spring) plus training + (\$13/hr X 3.5 hrs X 20 days summer) plus training. To facilitate activities and teach afterschool classes.		45	121,212
15	Program Assistants (\$13.04/hr X 174 days X 3.4 X 10 fall, spring, & summer): To help Site Coordinator with programming and data monitoring		10	77,145
16	ESC support staff			
17	ESC other			
18	ESC other			
Other Employee Positions				
19	Title			
20	Title			
21	Title			
22	Subtotal employee costs:			\$ 865,547
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$ 3,000
24	6118	Professional/Certified Teacher staff extra-duty pay (\$25/hr X 2 hrs X 87days X 25 teachers)		108,750
25	6121	Support staff extra-duty pay (\$18/hr X 2.5 hrs X 86 days X 25 instructors)		104,490
26	6140	Employee benefits		203,742
27	Subtotal substitute, extra-duty, benefits costs			\$ 419,982
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$ 1,285,529

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 227-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Fine Arts: Activities will include visual art, filmmaking, music, puppetry, creative writing, and acting. Programming will be implemented on multiple campuses. Curriculum will be age appropriate targeting grades K-8.	\$ 78,000
2	Outdoor Education: Activities will include gardening, biking, camping, and geo-caching. Programming will be implemented on multiple campuses. Curriculum will be age appropriate targeting grades 3 -12.	36,200
3	Fine Arts & Dance: Learn steps and traditions of different cultures. Programming will be implemented on multiple campuses. Curriculum will be age appropriate targeting grades K-5	18,000
4	Science, Technology, Engineering and Math Enrichment: Activities will include robotics, earth sciences, animal science. Programming will be implemented on multiple campuses. Curriculum will be age appropriate targeting grades K-8.	103,500
5	Technology and Film: Activities will include game design and development, film and music production. Programming will be implemented on multiple campuses. Curriculum will be age appropriate targeting grades 4 -12.	25,500
6	Health and Fitness: Activities will include nutrition, exercise, and sports development. Programming will be implemented on multiple campuses. Curriculum will be age appropriate targeting grades K-8.	64,000
7	Youth Program Quality Professional Development: Staff training on high quality programming	2,000
8		
9		
10		
11		
12		
13		
14		
b. Subtotal of professional and contracted services:		\$ 327,200
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ 104,200
(Sum of lines a, b, and c) Grand total		\$ 431,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$ 49,154
Grand total:		\$ 49,154

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$ 10,000
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		\$ 10,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$ 23,917
Grand total:		\$ 33,917

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 227-901			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			6,041		
Category	Number	Percentage	Category	Percentage	
African American	635	9%	Attendance rate	95%	
Hispanic	5,833	86%	Annual dropout rate (Gr 9-12)	DNA	
White	239	4%	Students taking the ACT and/or SAT	DNA	
Asian	45	1%	Average SAT score (number value, not a percentage)	DNA	
Economically disadvantaged	5,248	92%	Average ACT score (number value, not a percentage)	DNA	
Limited English proficient (LEP)	2,848	50%	Students classified as "at risk" per Texas Education Code §29.081(d)	78%	
Disciplinary placements	3,053	32%			
Comments					
<p>These data paint a picture of 10 schools in drastic need, but what it doesn't show is how dramatically these demographics differ from the district-wide average and Austin's top-performing, affluent schools. Compare the concentration of economically disadvantaged students in the proposed centers (92%) to the Austin ISD average (59.9%); the concentration of Limited English Proficient students at 50% versus the AISD average of 27.7%. A recent study by the Martin Prosperity Institute named Austin the most economically segregated city in America, and Austin City Demographer Ryan Robinson describes robust job and population growth coupled with a collapse in affordability that has created two Austins—one educated, primarily white, and affluent; the other, at-risk, in poverty, and largely Hispanic. Because averaging data from two such stark communities makes Austin look like a city with limited need, the communities where these risk factors converge suffer the added challenge of being unable to access desperately needed resources because they are lumped in with affluent neighbors from whom they are deeply segregated.</p>					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	96	7.12%	No degree	1	0.07%
Hispanic	439	32.54%	Bachelor's degree	1,005	74.44%
White	781	57.89%	Master's degree	335	24.18%
Asian	26	1.93%	Doctorate	9	.67%
1-5 years exp.	742	64.63%	Avg. salary, 1-5 years exp.	45,811	DNA
6-10 years exp.	200	17.42%	Avg. salary, 6-10 years exp.	46,244	DNA
11-20 years exp.	128	11.14%	Avg. salary, 11-20 years exp.	48,516	DNA
Over 20 years exp.	78	6.79%	Avg. salary, over 20 years exp.	60,052	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 227-901										Amendment # (for amendments only):					
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	70	90	90	90	180	180	90	230	150	100					1,270
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	70	90	90	90	180	180	90	230	150	100					1,270

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Project Leadership Team (PLT) made up of ACE leadership and key district staff identified AISD campuses with the greatest need and determined which of those campuses also have the structural capacity to fully implement the proposed project. The team: a). analyzed indicators including STAAR scores, student socio-economic status, school disciplinary referrals, student and family mobility, school dropout and completion rates, college readiness, and a range of other risk factors that directly affect students' ability to achieve in school (concentrations of poverty, obesity rates, and neighborhood crime statistics); b). reviewed each school's Campus Improvement Plan, and c). conducted interviews with administrators, staff, teachers, community members, partners, parents, and students to identify gaps in services in each campus community. The team then identified 10 centers that met the criteria stated above. Once needs and gaps were identified, the team consulted with each school principal to prioritize the gaps and needs for each campus. After reviewing the literature on research-based practices that are proven to address the needs identified in this process, the PLT developed the proposed project plan to ensure that activities are aligned with the most urgent needs of each school community, including the needs of working families.

The high truancy rate was prioritized above other needs because it is so far below the desired result and it exacerbates the other needs; students cannot benefit from services they do not access. Central Texas has more absences than the state average at every grade level, and low-income students in Central Texas miss more school than students in any other urban area in the state (E³ Alliance). Diminishing the high truancy rate will diminish all the other needs and is imperative to prioritizing the next most urgent need: low academic outcomes. The proposed centers serve a concentrated population of struggling students performing far below Austin ISD's stated achievement goal, as indicated by each school's Index 1 Student Achievement Score in the table below. This projected passing rate measures 2015 STAAR data against the new, higher standard set for 2016.

Center	Bedicheck	Dobie	Martin	Mendez	Brown	Langford	Oak Springs	Rodriguez	Widen	Wooten
Proj. Passing Rate	56%	46%	41%	44%	58%	63%	52%	47%	39%	63%

The next set of needs prioritized in the needs assessment process includes the high rates of juvenile crime and gang activity, high dropout rates, neighborhood stability, few young people seeking post-secondary educational opportunities, and gaps in services. These needs are closely connected to truancy rates and low academic outcomes, and will partly be addressed by research-based strategies implemented to address the top two priority needs. Additionally, ACE Austin will implement strategies that specifically address this secondary set of priorities.

ACE Austin meets the needs of working families by providing high-quality, intentional programs that offer learning experiences working families could not otherwise access. To ensure that activities meet the needs of working families in addition to addressing community needs, afterschool activities will be offered Monday through Friday during traditional work hours, and a minimum of 30 hours per week during the summer, on a schedule that reflects participating families' stated needs. Siblings of targeted students will receive priority enrollment status so that all the children in a family can be on the same schedule and older students don't miss out on learning opportunities because they have to supervise younger siblings at home. By offering targeted pre-K, ACE Austin ensures maximum inclusivity for working families.

In order to meet these stated needs, ACE Austin researched best practices in providing wraparound services and consulted and collaborated with leading experts in the field to develop a holistic program model using evidence-based strategies that address the underlying problems creating these needs at the proposed centers.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Improve attendance by addressing individual student needs and creating true Community Learning Centers.</p> <p>While low-income students in Central Texas miss more school than students in any other urban area in Texas, regular participants in current ACE Austin programs have 24.7% fewer absences than non-participating peers.</p>	Serve on each site's Child Study Team (CST), and ensure that OST programs play an integral role in student interventions. The CST identifies and designs individual interventions for chronically-absent students; each CST includes the principal, a school counselor, teachers, Communities in Schools, a graduation coach, and a Parent Support Specialist. Ensure that activities reflect student interest by engaging youth voice in program design.
2.	<p>Improve academic outcomes by offering intentional learning opportunities that foster positive individual, group, and school identity.</p> <p>In a survey of current ACE participants, 78% reported coming to school more because of their afterschool program, and 84.6% reported that school is easier because they participate in afterschool programs.</p>	Provide afterschool academic intervention and academic enrichment that aligns with TEKS and AISD's curricula using innovative, hands-on, and project-based teaching strategies; include ample time for students to complete homework with support from qualified adults. Provide integrated academic intervention/enrichment summer programs that align with standards set forth by the National Summer Learning Association (NSLA).
3.	<p>Improve behavior by extending Social-Emotional Learning (SEL) strategies from the school-day into Out-of-School Time.</p> <p>Austin ISD is one of eight districts selected to partner with the Collaborative for Academic, Social and Emotional Learning (CASEL) to implement a district-wide SEL program. AISD is in its fifth year of this partnership and is considered a national model.</p>	Continue partnering with AISD's SEL Department by tailoring SEL strategies to OST and offering training, support and continuous improvement to all ACE Austin staff. Align OST curriculum and instruction with the SEL initiative in place at each campus by offering Second Step curriculum (details 17.4a); implement Strengthening Families, an evidence-based curriculum for targeted students (details in 17.5c), in partnership with Phoenix House.
4.	<p>Improve promotion rates by increasing access to meaningful academic opportunities tailored to the afterschool and summer learning environment.</p> <p>ACE's integrated academic/enrichment pilot offers the minimum dosage of learning to alleviate summer slide, and 91% of regular participants showed gains on a post-test conducted by school-day teachers.</p>	Target struggling students to participate in academic interventions aligned to the NSLA's Comprehensive Assessment of Summer Programs (CASP); incorporate best practices in Drop-Out Prevention: use data to identify youth at-risk of dropping out; assign youth advocates; provide academic assistance, enrichment, activities designed to improve behavior and social skills; and provide personalized, relevant, and rigorous instruction (DOE).
5.	<p>Improve engagement opportunities and empower working families to maximize student potential through school-based resources.</p> <p>A large percentage of parent respondents felt their children showed better school attendance (59%), behavior (54%), and grades (39%) because of their participation in the afterschool program.</p>	Students are engaged Monday through Friday with exciting activities that cover traditional work hours afterschool and summer weekdays; Increase access to family learning opportunities through ongoing parent classes, and culminating events that showcase student learning.

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Schedule #14—Management Plan

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Administrator	Master's Degree in Education or related field; minimum 5 years' experience supervising OST programs; Youth Program Quality Certification; grant management experience
2.	Project Director	Bachelor's Degree in Education or related field; 7-10 years' experience in education or youth development; experience in grant management, experience in supervising and training staff
3.	Site Coordinator(s)	Bachelor's Degree or youth worker/youth program quality certification, 1 year of supervision experience preferred, experience in design and implementation of OST programs
4.	Family Engagement Specialist	Bachelor's Degree in Education or Social Work, Master's Degree preferred; 2 years' experience implementing programs in an educational setting with diverse populations
5.	Academic Liaison	Minimum of Bachelor's Degree in Education, Professional Teacher's Certificate preferred, with 3-5 years successful classroom teaching or Out-of-School Time experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance (aligned with Need Priority #2)	1. Target & recruit students for academic interventions	08/22/2016	05/19/2017
		2. Daily HW support from qualified adult advocates	09/06/2016	05/19/2017
		3. Pre/post-test students in academic intervention	09/06/2016	05/19/2017
		4. Ensure that activities are TEKS-aligned	08/22/2016	05/19/2017
		5. Increase student attendance	09/06/2016	05/19/2017
2.	Improve Attendance (aligned with Need Priority #1)	1. Integrate OST into Child Study Team interventions	08/22/2016	05/19/2017
		2. Use student surveys to incorporate youth voice	08/22/2016	05/19/2017
		3. Include 30 minutes of daily physical activity	09/06/2016	05/19/2017
		4. Provide YPQ training on student engagement	09/06/2016	05/19/2017
		5. Publicize 45-day participation as a shared goal	09/06/2016	05/19/2017
3.	Improve Behavior (aligned with Need Priority #3)	1. Train all staff on Social-Emotional Learning (SEL)	08/22/2016	09/06/2016
		2. Implement SEL-aligned curriculum and instruction	09/06/2016	05/19/2017
		3. Implement Strengthening Families curriculum	09/06/2016	05/19/2017
		4. Target/track students based on RITS (details, 17.4a)	08/22/2016	05/19/2017
		5. Join Child Study Team & collaborate on intervention	08/22/2016	05/19/2017
4.	Improve Promotion Rates (aligned with Need Priority #4)	1. Meet with teachers to identify at-risk students early	08/22/2016	05/19/2017
		2. Target & recruit students for academic interventions	08/22/2016	11/10/2016
		3. Target & recruit for summer academic interventions	01/04/2017	06/01/2017
		4. Incorporate Drop-Out Prevention best practices	08/22/2016	05/19/2017
		5. Target/track students based on RITS	08/22/2016	05/19/2017
5.	Improve Graduation Rates (aligned with Need Priorities #1-5)	1. Align to College- and Career-Readiness Standards	08/22/2016	05/19/2017
		2. Align to Ready by 21 Development Areas	08/22/2016	05/19/2017
		3. Infuse 21 st Century Skills into all activities	08/22/2016	05/19/2017
		4. Conduct college visits, guest speakers	08/22/2016	05/19/2017
		5. Engage students in Service Learning projects	08/22/2016	05/19/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE Austin uses a variety of tools to conduct and document ongoing, internal monitoring of program and services. The Project Leadership Team develops a task list that specifies core elements of program implementation and sets deadlines. This task list is reviewed monthly and revised as needed. Upon implementation, the team meets with each Site Coordinator (SC) to set goals in the following areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals are reviewed mid-year and revised as needed. The Project Director (PD) will conduct one full-program observation at each site per semester, along with regular observations throughout the year; each visit is documented. SCs will conduct formal peer-to-peer observations annually. Observers look for compliance in operational functions such as attendance tracking; safety, sign in/sign out, and transition procedures; behavior management procedures; and progress accomplishing individual goals. Observers also check for fidelity to the project plan, including activity alignment, use of SMART goals, staff-to-student ratios, and student engagement strategies. Recommendations for improvement are reviewed by the SC, the OST instructor, and the school principal. ACE Austin also participates in the region-wide Youth Program Quality Initiative. All staff will be trained to use the nationally validated Youth Program Quality Assessment (YPQA) tool; each semester, the PD and each SC will conduct a minimum of two assessments using the YPQA tool, and assessment results will guide the Center's quality improvement and professional development plan for instructors and vendor staff. Summer presents unique challenges, so to maximize effectiveness in summer learning, ACE Austin has developed an Assessment Tool that measures alignment to the National Summer Learning Association's Comprehensive Assessment of Summer Programs (CASP). Each center will be monitored by the PD and SC who collaborate to develop a program improvement plan based on the YPQA Tool and the CASP Assessment Tool. SC will share improvement effort reports with principals and Campus Advisory Councils (CACs) where feedback and recommendations for improvement will be received and discussed.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing and planned efforts similar to this proposal include Prime Time Afterschool, Pecan Springs Afterschool funded by the Andy Roddick Foundation, and additional proposals to bring Out-of-School Time to Austin ISD schools under the leadership of Boys and Girls Club of the Austin Area, Foundation Communities, and Extend-A-Care for Kids. For twenty years, ACE Austin has coordinated closely with these and other partner organizations to ensure that OST services are available at all school sites where student and family need is highly concentrated. The Needs Assessment process is conducted jointly with these providers, and each potential center and provider matchup is evaluated based on campus needs, capacity to support/house OST programs, and community interest. These data are used to determine which program model best suits the overall needs and school community for maximum effectiveness. In addition to coordinating efforts, ACE Austin works with these partners to sustain activities at centers from previous funding cycles. The Boys and Girls Club of the Austin Area has sustained programs at two sites formerly managed by ACE Austin, and Prime Time has used funds from the City of Austin to partially sustain OST programs at 14 former ACE Austin centers.

Over the last three years, Austin ISD has expanded these efforts to coordinate OST services throughout Central Texas by convening 70 stakeholders, including providers, public agencies, and private funders, to develop a strategic plan for a region-wide system of coordinated OST services. This work has led the community to designate the Central Texas Afterschool Network (CTAN) as the official intermediary organization, with the vision that *All Central Texas children and youth become future ready by participating in an eco-system of high-quality out-of-school time experiences*. This vision and the associated goals of CTAN include growing the sustained capacity of coordinated service providers so that children, youth and their families are able to access high-quality OST programs that suit their needs throughout the year.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Correlate School-Day Attendance and Program Participation Level	1.	Regular participants exhibit improved school-day attendance
		2.	Chronically absent students targeted for OST enrollment
		3.	OST is integrated into interventions for students at-risk of dropping out
2.	Correlate GPAs, Course Completion, & Promotion Rates to Regular Participation	1.	Regular participants exhibit improved GPAs
		2.	Regular participants exhibit higher rates of course completion than peers
		3.	Regular participants exhibit higher promotion rates than peers
3.	Correlate Disciplinary Referrals and Program Participation Type and Level	1.	Positive correlation b/w regular participation & decrease in risky behavior
		2.	Percentage of students targeted for intervention by CST enrolled in OST
		3.	Decreased discipline referrals among regular participants
4.	Observations using Evidence-Based Assessment Tools	1.	Observed classes receive high scores in all areas of YPQ Assessment Tool
		2.	SCs successfully accomplish SMART Goals based on observations
		3.	SCs use continuous improvement methods to align with CASP and YPQ
5.	Qualitative Data	1.	Students report positive individual, program, and school identity
		2.	Teachers report that students exhibit improved academics & behavior
		3.	Families report that OST programs meet their needs and reflect interests

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Austin ISD Department of Research and Evaluation (DRE) will collect program level data such as program activities, number of participants, and program participation days from the TX 21st TEASE System, the Texas ACE web-based tracking tool. In addition to extracting data from student records and assisting program staff with data inquiries and uploads to TX21st, the DRE will conduct an evaluation report to assist the Project Director with program monitoring and improvement. The primary purpose of the evaluation will be to provide quantitative data about ACE Austin program participants and to assess the relationships between program participation and the proposed outcomes (attendance, academic achievement, and behavior). Quantitative data relating to student demographics, school attendance, course grades, standardized test scores and promotion rates will be extracted from AISD's data warehouse. Information regarding program participation and attendance will be gathered from TX21st. AISD Afterschool program staff, with the technical assistance of the DRE evaluator, will coordinate annual student surveys. The evaluation will use a longitudinal cohort design to monitor changes in outcomes for participants over time in comparison with peer groups of 1) students with low levels of participation and 2) non-participating students at the same schools. Summarized information will include either averages or percentages where appropriate (e.g, the percentage of students who met the passing standard on STAAR and the average attendance rate for the specified group). The statistical significance of findings will be reported. This will allow the following types of questions to be answered: *How did participants' grades/STAAR scores compare to peer groups of non-participating students? How did program participants' attendance rates compare to students who did not participate in the program? What percentage of program participants showed a decrease in disciplinary referrals? How many adult family members of participating students participated in ACE Austin activities?* Qualitative data will be collected from student, parent, and teacher surveys. The DRE will summarize data and/or conduct thematic analysis to group information and identify themes relating to participants' outcomes and recommendations for improvement. The program facilitator will use these reports to supplement the quantitative data outcomes and then integrate findings into the final evaluation report. To determine program effectiveness at the point of service, ACE Austin utilizes the Youth Program Quality Assessment (YPQA) tool (details, 16.5) and the Comprehensive Assessment of Summer Programs (CASP) (details, 17.4a). These instruments produce precise data and serves as a self-assessment tool. Results are used to drive professional development and program improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE Austin will collaborate with a range of partners to provide a comprehensive aligned menu of before- and after-school, and summer programming. Activities will be offered 12-15 hours a week for 29 weeks during the academic year, and a minimum of 180 hours over six weeks in summer. Activities will focus on the core 21st CCLC component areas as follows: **Academic Support** activities will improve student achievement by providing extra academic assistance for struggling students including Tutoring, Homework Help, Science, Math, and Language Arts Enrichment. All expanded learning opportunities are aligned with the Texas Essential Knowledge and Skills (TEKS) standards and with the district's Curriculum Road Map to ensure alignment in real time with reading, writing, math, science, technology, and social studies curricula; activities are hands-on, experiential, and project-based to reinforce school-day learning. **Enrichment** activities will build skills and expand access to Fine Arts, Technology, Games, Health and Fitness, Outdoor and Environmental Education, and Youth Leadership and Development. **Family Engagement** activities will help connect families to schools and enable them to better support their children's academic achievement. Services will include ESL, technology, and basic literacy classes for adult family members of participating students; parent support classes that focus on college readiness, Social-Emotional Learning, and ways to support academic achievement; referrals to counseling and wrap around services; and Family Fitness Nights. **College and Workforce Readiness** activities will incorporate college visits, guest speakers, and apprenticeship-style learning opportunities that underscore the importance of high school graduation and college attendance. These activities are supplemental in nature because they contextualize and reinforce academic themes that must first be learned during the school-day. Academic support incorporates Austin ISD's Curriculum Roadmap and links the afterschool program with regular school day instruction to ensure consistency and continuity. Enrichment activities are designed to extend, expand on, or otherwise enrich classroom learning by supporting students' physical and social-emotional development. ACE Austin will follow district guidelines in providing transportation for students who live beyond a two-mile radius of their campus. Parents will indicate on registration forms if their child will walk home, take the bus, or be picked up by a designated adult. Parents or their designees must sign out when they pick up their children, and SCs are fully responsible for every participant until they have safely exited school grounds according to their parent's transportation request (walk, bus, or pickup).

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon notification of the grant award, ACE Austin will begin a comprehensive outreach campaign to disseminate information about the project throughout the schools and communities that are served by the ten proposed centers. Information will be disseminated at each campus, in neighborhood association newsletters, at libraries, through the Austin Police Department, to local Community Centers, and to all project partners and service providers. This outreach information will include each center's location; days and hours of operation; and classes, activities, and services offered. Flyers will be translated into all dominant languages for the neighborhoods (Spanish is the dominant language in these neighborhoods). In addition, copies of this grant application and previous program evaluations will be available for public review at each of the ten campuses. Information about the project and evaluation activities will be provided through regular school communication (newsletters, etc.) and at meetings with parents; Parent Support Specialists and staff at Family Resource Centers will help ensure that parents and community members can access and understand all communications. At the end of each school year ACE Austin hosts an Afterschool Showcase where students display their work, perform, and talk about what they learned through their participation in the program. This community-wide event is an excellent venue for distributing information about individual centers and the program as a whole. ACE Austin's continued presence at seven of these schools will allow for seamless communication with families who know to anticipate changes or updates in OST services at their campuses; only three schools will become centers where the communication has to be initiated. All ten of these school communities will be invited to learn more about ACE Austin at the 2016 Afterschool Showcase.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities will improve campus academic achievement by employing five key research-based strategies cited in the Department of Education's "What Works" Clearinghouse publication, *Structuring Out-of-School Time to Improve Academic Achievement*. ACE Austin has been a leader in building these research-based practices into OST offerings, most importantly in assessment and evaluation that drives program quality. Additionally, ACE Austin employs these strategies by: **Aligning with the School Day** using TEKS and regular district curriculum and ensuring alignment of the 21st CCLC program with AISD academic goals and each school's Campus Improvement Plan (CIP). **Maximizing Participation & Attendance** through ongoing recruitment and retention efforts, and activities that reflect youth and family interests while aligning to academic goals; **Meeting Individual & Small Group Needs** by targeting struggling students and engaging them in small-group activities that address those specific needs; offering additional training to instructors leading academic intervention to ensure fidelity to the process; **Providing Engaging Experiences** guided by innovative, hands-on, experiential, and fun curriculum that teaches transferable skills that enhance overall student success and academic achievement; **Assessing Performance & Improving Program Quality** by using curriculum-embedded assessments, MOY benchmark scores, attendance rates, behavior data, etc. to drive programmatic alignment with student needs and improved instruction to achieve intended outcomes.

Site Coordinators will work closely with school leadership to ensure that programs are aligned to Campus Improvement Plans (CIPs) and resources are maximized to address each school's specific challenges. Summer programs will include targeted interventions for struggling students who did not qualify for summer school, so that all struggling students can make academic gains in the summer and drive up each campus's rating. Proposed activities will improve student achievement and success by targeting individual students, in partnership with the Child Study Team and Campus Leadership, to offer them tailored academic and SEL interventions that address each student's challenges.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Leadership Team (PLT) met with the principals of each targeted school as well as AISD Family and Parent Support Services, Student Support Services, the Office of Innovation and Development, and the Child Study System and Program Evaluation Departments to discuss project implementation, assess school and community needs, catalogue existing services targeted to those needs, identify gaps in services, plan and articulate joint initiatives, and establish a communication plan. This planning process enhanced coordination of federal, state, and local programs to make the most effective use of public resources. Family and Parent Support Services continue to support implementation of project parent activities; Student Support Services will help serve project participants who are homeless, refugees, or have special needs. The Department of Research and Evaluation will help obtain data for TEA reports and conduct program evaluation. The PLT also looked at funding streams to ensure that 21st CCLC funding does not supplant existing funding. While all AISD project centers are AISD school sites, the district does not charge ACE Austin rent, maintenance, or utility fees. Locating project centers at schools provides a number of opportunities for the program to complement, enhance and extend the services available on these campuses, which are funded through other federal, state, and local sources. These sources supplement activities from 4H AmeriCorps, Creative Action, Austin Sunshine Camps, and Side by Side Kids. Funding from the Summer STEM Collaborative will supplement grant funding to support Camp STAARBurst integrated academic enrichment summer program, a three-week, intensive academic intervention that targets struggling students at two proposed centers. Camp STAARBurst employs school-day teachers handpicked by each principal and offers them professional development in Youth Work Methods and planning time to develop hands-on, project-based lessons using the Engineering is Elementary curriculum. Foundation resources allow Camp STAARBurst to feature elements of traditional sleep away camps not allowable in the 21st CCLC grant, while also leveraging grant funds to expand the number of students served. Local School Improvement Grants and Title I funds are available to supplement tutoring and summer programming at all ten centers. 21st CCLC funds will NOT be used to supplant funding for these or any other programs or to divert any Title I funds.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-901

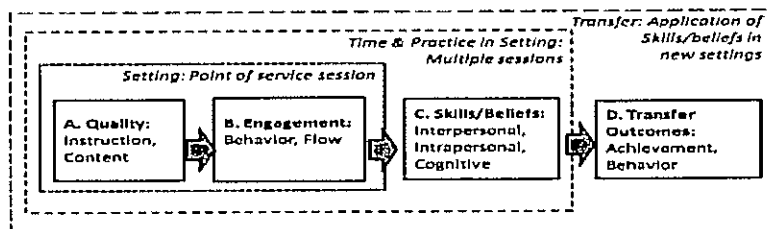
Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) The proposed activities are designed to align with the Ready By 21 Framework, an **objective sets of measures designed to increase high-quality academic enrichment opportunities**. The evaluation will measure success toward framework implementation in the following areas: **Learning**: improve outcomes on STAAR tests, increase promotion and graduation rates, increase positive attitudes toward school, and increase homework completion. **Working**: increase positive attitudes about college and demonstrate confidence in developing their career aspirations. **Thriving**: decrease in discipline referrals, report positively about avoidance of risky behaviors, report an increased sense of safety, and increase the number of adult advocates. **Connecting**: report strengthened relationships with adult family members and engage in meaningful relationships with positive role models. **Contributing**: participate in service learning projects and increase leadership skills.

2) **Evidence-based research** supports the design of all ACE Austin programs, beginning with the five key research-based strategies cited in the Department of Education's "What Works" Clearinghouse publication, *Structuring Out-of-School Time to Improve Academic Achievement*, described in 16.3 above. All ACE Austin programs are engaged in a continuous improvement cycle guided by Youth Work Methods, developed by the David P. Weikart Center for Youth Program Quality based on positive youth development research and the desire to create a safe, supportive, and productive environment for youth. ACE Austin programs are also aligned with the Texas Standards of High Quality Afterschool, Summer, and Expanded Learning Programs, which were developed by the Texas Partnership for Out of School Time (TXPOST) in 2014 and reflect national standards, as well as OST standards set in 24 other states. Over the last three years ACE Austin has been an innovator in summer program quality and has aligned programs to the research-based indicators outlined by the National Summer Learning Association (NSLA). In addition to aligning with the evidence-based strategies detailed above, ACE Austin summer programs also **Cultivate a Unique Program Culture** through daily shared traditions; connect all classroom experiences, field trips and lessons through **Thematic Learning**; and provide access to the recommended amount of learning enrichment and physical activity to alleviate summer slide and diminish the summer spike in health risks.

This chart provides a visual representation of how implementing a quality system will lead to increased academic and behavioral skill development. (from the Forum for Youth Investment)



3) Evaluation staff will **collect local data**, such as program activities, number of participants, and program participation days from the TX 21st TEASE System. Student-level data including demographic data, school-day attendance, discipline referrals, course grades, course completion, Reliable Integrated Trend Score (RITS) data, and STAAR/End of Course data will be pulled and analyzed from Austin ISD's databases. Student and parent surveys and focus groups will be conducted to solicit information about program strengths and areas of improvement. Through a Student Aggregate Report (SAR), Austin ISD is also able to share aggregated student-level data with any program partners who attend a training on student privacy protections; thus, local data informs Austin ISD's direct service as well as programming offered through partner providers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Austin ISD is jointly submitting this application in full partnership with 4-H CAPITAL and It's Time Texas. STEM Education including animal science, robotics, gardening, and space science will be led by 4H CAPITAL at the six elementary schools. It's Time Texas will provide Health Education including nutrition, structured play, and sports at all ten centers; they will also provide Family Fitness Nights at each center each semester and during the summer. ACE Austin has also partnered with the UT School of Public Health's BOOST Initiative to train all full-time staff in incorporating health and nutrition best practices into afterschool and summer programs.

The majority of juvenile crime occurs during afterschool hours, and in-school behavior incidents are a significant indicator of future crime involvement. For this reason, a pilot project to target middle school youth at high risk for entering the juvenile or criminal justice system is already underway with the Council on At-Risk Youth (CARY). Austin ISD and CARY will collaborate to engage targeted youth in Aggression Replacement Training, a program certified by the National Center for the Study and Prevention of Youth Violence and the Office of Juvenile Justice and Delinquency Prevention.

In partnership with the Twilight School, Project Help, and Victory Tutoring, ACE Austin will ensure that students in need of credit recovery or academic support receive the services they need to thrive, and that recently emigrated refugee populations have access to OST as part of their support services plan. As a founding member of the Central Texas Afterschool Network (CTAN), ACE Austin is engaged in sustainability planning, capacity building, and ongoing professional development for all regional provider staff. Additionally, ACE Austin works with myriad other local educational agencies, community-based organizations, and public and private entities to carry out the proposed program, including: the United Way of Greater Austin, LaunchPad Center for Hope and Empowerment, the Summer STEM Funders' Collaborative, Austin Film Society, Boy Scouts of America, Texas Partnership for Out-of-School Time (TXPOST), Campfire USA, Creative Action, Girl Scouts, Media Awareness Project, Latinitas, Phoenix Arising, and Keep Austin Beautiful.

Each partner brings considerable resources to the program including funding, curriculum, volunteers, and expertise in their specific content areas. ACE Austin has a long history of successfully collaborating with these partners on a variety of grant-funded afterschool projects. These partners, along with other community-based service providers, will continue to be strongly involved in implementing the planned services. As members of CTAN and the Ready by 21 Coalition (RB 21), these partners share responsibility for addressing the community-wide outcomes identified for youth participants in the five key developmental areas (learning, working, thriving, connecting, and contributing). Representatives of each partner agency have agreed to serve on the Project Leadership Team (PLT) that will provide input and oversight for the proposed project. The PLT will meet on a regular basis to troubleshoot, provide feedback, and plan corrective action if necessary to ensure that grant goals and objectives are met. Written Agreements between AISD and the partner organizations will be executed upon grant award, and Memoranda of Understanding (MOUs) are included in this proposal. The agreements include the roles of each organization in program planning, implementation, and evaluation as well as providing, sharing, and reporting student data.

The direct connection between access to summer learning and the achievement gap between low and higher income children is a compelling issue that Austin ISD seeks to address through innovation and coordination of summer services. The Grant Administrator is part of the New Vision for Summer School Network, an affinity group of more than 30 school districts, members and national partners committed to a broad vision for summer learning. By joining this network, implementing innovative programs, and conducting rigorous assessment, Austin ISD seeks to engage more children and youth in summer learning programs that boost academic achievement and influence teaching and learning throughout the year.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each of the ten centers named in this proposal has some existing resources, which include: Youth crime prevention activities for students age 10-21 at Mendez MS, Rodriguez ES, and Widen ES in Dove Springs; Smart Start, a faith-based organization that provides enrichment to approximately 20 students at one elementary school; LaunchPad, an all-volunteer organization that provides mentoring and sports to 30 students at Dobie MS; Extend-A-Care fee-based childcare services at four of the elementary schools, serving approximately 25 students per campus; and fee-based Park and Recreation Center activities near five schools. ACE Austin will collaborate with these programs to complement the services offered, limit duplication of services, and ensure that a greater percentage of students in the neighborhoods have free access to the kinds of Out-of-School Time (OST) academic assistance, enrichment, family and parental support, and college and workforce readiness activities shown to be effective in increasing student interest in school, preventing problem behaviors, increasing student achievement, and improving chances of success in life. Additionally, ACE Austin will coordinate existing services, school-day services, and services funded through this proposal to ensure that the needs identified in the assessment/evaluation process are met. At each of these ten centers, the addition of comprehensive, outcomes-based OST activities will greatly enhance the effectiveness of existing resources. **Improve Attendance:** The Site Coordinator will play an active role on the Child Study Team (CST) to ensure that chronically-absent students are targeted early, and that OST is central to interventions. Current services at each of these ten centers are minimal and cannot effectively improve attendance without additional offerings that engage students daily in activities that reflect their needs and interests. ACE Austin will coordinate with existing programs to ensure that at-risk students can access a rich and comprehensive OST program that builds community and makes each campus a place where students choose to be each day. **Improve Academic Outcomes:** The Site Coordinator will review the Campus Improvement Plan and continuously update the Needs Assessment with support and approval from the school principal, teachers, Parent Support Specialist, and other relevant staff to ensure that ACE activities supplement, enhance and fill gaps in academic intervention. The Academic Liaison and Site Coordinator will enhance TEKS-aligned curriculum and train instructors so that lessons harness best practices in OST to provide academic learning in core subjects. Beyond direct academic intervention support, ACE Austin will also provide diverse, hands-on activities that align with, build on, and enhance school-day learning. Strategically supporting improved attendance further improves academic outcomes by ensuring that students arrive at school daily to access services designed to support their success. **Improve Behavior:** Austin ISD is a national model for our districtwide Social-Emotional Learning (SEL) Initiative which provides training, resources, and coaching to teachers on every campus so that they can effectively and consistently support improved behavior. The proposed project would broaden access to SEL by providing Strengthening Families evidence-based parent classes (details, 17.5c) and extending Second Step curriculum (details, 17.4a) and proven strategies into OST. Every full- and part-time staff person will receive SEL training, and SEL coaches will support efforts to thread SEL into all lessons and train staff from partner providers. **Improve Promotion Rates:** The evidence-based strategies and coordination described above are specifically named in best practices in Drop-Out Prevention as outlined by the Department of Education, and are proven to improve promotion rates. Additionally, ACE Austin summer programs supplement district summer interventions by targeting those underserved students who are stuck between failing and thriving and giving them engaging academic opportunities that help them make academic gains. Too often, access to summer learning is reserved for the students falling the most dramatically behind, and students who are struggling to maintain their grasp on a baseline level of acceptable academic performance do not get the attention they need to succeed and grow as learners. **Improve Engagement Opportunities & Empower Working Families:** The proposed project provides free, high-quality OST opportunities that gives working families access to college- and career-readiness, fine arts, and academic intervention that they would not otherwise be able to access. OST programs take place during traditional work hours and provide homework assistance, which are two of the greatest needs working families in these communities prioritized when surveyed. Adult family members are also engaged in ongoing learning opportunities designed to reflect their needs. These include classes that promote healthy habits, support student success, build community, and allow working families to learn together so that adult family members can model lifelong learning habits to children and youth.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and work-force preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has over 30 years' experience managing afterschool programs that enhance academic performance and positive development of its students, including success in designing and implementing practices built on a foundation of what works in OST programs. ACE Austin has implemented numerous processes and procedures to ensure overall program quality and each site's fidelity to the project design. AISD currently manages two 21st CCLC-funded as well as other grant and district-funded OST initiatives throughout the district. AISD has a strong reputation for implementing OST programs that meet the needs of its diverse communities. Each of the formal project partners also has extensive experience providing successful OST services designed to support positive youth development and enhance academic achievement. Project partners have worked with AISD for at least 10 years; each partner has proven curricula that provide research-based enrichment and other activities. As participants in the Central Texas Youth Program Quality Initiative, each partner has completed the Train the Trainers program offered by the Weikart Center for Youth Program Quality (YPQ). YPQ-trained facilitators are qualified to train other staff in best practices for designing and implementing programs that promote positive youth development. YPQ training also includes instruction on using the YPQ Assessment, a validated tool designed to evaluate the quality of youth programs and identify staff training needs. ACE Austin is a founding and active member of the Central Texas Afterschool Network, which engages Site Coordinators and their peers in monthly workshops designed to reinforce existing best practices and to introduce new research and strategies. The research-based best practices ACE Austin effectively uses include: The five core learning principles from the *Learning in Afterschool Project*; Youth Work Methods/Youth Program Quality, The Ready by 21 Framework, strategies outlined in the Department of Education's "What Works" Clearinghouse publication, *Structuring Out-of-School Time to Improve Academic Achievement*; The National Summer Learning Association's *Comprehensive Assessment of Summer Programs*; and the five core competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). These best practices are woven into curricula, professional development, and program and activity design to ensure that ACE Austin programs complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for all students.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The use of volunteers helps ACE Austin maintain low student/adult ratios, maximize the expertise of its professional staff, and enhance family engagement for adult family members available during operating hours. Properly trained volunteers have been shown to play effective roles in OST activities, particularly as tutors and mentors. Volunteers from the community, including senior citizens, will be important to many of the strategies planned for the proposed project, and ACE Austin will actively engage volunteers to serve as program advocates who provide tutoring and mentoring for youth participants. Volunteers work side-by-side with staff members, but are not expected to manage participant behavior or address behavior issues. All volunteers are trained and supported to provide small group tutoring and/or mentoring. ACE Austin incorporates best practices for training volunteers such as providing information and training related to program goals; policies and procedures; the developmental needs of students; developing positive relationships with youth; advocate roles and responsibilities; school rules, limits, and communication; and conflict management strategies.

ACE Austin will partner with Coming of Age (Travis County's retired senior volunteer program), Austin Partners in Education (APIE), Communities in Schools (CIS), and the Seedling Foundation to identify qualified volunteers, and will particularly seek to engage senior volunteers who can enhance students' cultural identity and awareness. An existing partnership with United Way, through their Middle School Matters program, has already established a volunteer base at Mendez Middle School.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

× **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Austin ISD is committed to providing high quality afterschool and summer learning opportunities for its students and their families. Working with our community partners, including numerous youth serving community based organizations, private foundations, the City of Austin and Travis County, Austin ISD has developed a funding strategy that supports Out-of-School Time (OST) programs in 65 low-income schools. 21st Century Community Learning Center (21st CCLC) funding is an important component of that strategy. Austin ISD has successfully sustained OST programs at centers previously funded through 21st CCLC grants. The City of Austin's Prime Time program supports programs at fourteen centers, Travis County funds services at one center, support from the Andy Roddick Foundation sustains the program at one center, and the KDK Harman Foundation supports summer learning at three centers for a total of 19 former 21st CCLC Centers.

Over the last three years, Austin ISD has expanded these efforts to coordinate OST services throughout Central Texas by convening 70 stakeholders, including providers, public agencies, policymakers, and private funders, to develop a strategic plan for a region-wide system of coordinated OST services. This work has led to ongoing resource mapping, gap and needs analysis, and ultimately, designation of the Central Texas Afterschool Network (CTAN), of which Austin ISD is a founding member, as the official intermediary organization. CTAN's new vision is that *All Central Texas children and youth become future ready by participating in an eco-system of high-quality out-of-school time experiences*, and its role will be to coordinate the work of service providers, public agencies, funders, and schools to achieve these goals so that dollars stretch farther, more young people are served by high-quality OST programs, and youth outcomes improve. CTAN's goals, developed by Austin ISD and its community partners, are as follows, Quality: Develop and support the implementation of high-quality program standards reinforced by a culture of improvement, training, and professional development. Capacity: Children, youth and their families are able to access high-quality OST programs that fit their needs throughout the year. Outcomes: Use data to inform and drive decision-making and articulate clear outcomes for children and youth that are appropriate to the OST setting. Each goal is supported by a committee comprised of Austin ISD staff and partner staff who have regular meetings and work plans for the accomplishment of each goal.

This work has recently been underwritten by several local foundations, and coordination is underway to articulate a two-year plan that ensures Austin ISD students, in particular those enrolled in the ten centers named in this proposal, the ten centers served by Austin ISD's Cycle 8 grant, and the centers served by 21st CCLC grants through partner organizations are sustained with high-quality afterschool and summer programs that meet the needs of each school's community.

The Austin ISD Board of Trustees is committed to working with community partners to sustain afterschool programming. Currently, Austin ISD is working on an agreement with the City of Austin to sustain programs in Cycle 7 and Cycle 8 schools. Recognizing the District's unique fiscal challenge, the City Council of Austin recently took action to explore taxation options to partner with the District to establish more efficient and dedicated tax revenue streams to sustain this important programming.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project is based on needs assessment and project planning that included significant feedback and involvement from a wide range of community stakeholders. The processes for including stakeholder input about the community need have been described earlier in this proposal. The Project Management Plan includes specific provisions for staff to solicit feedback from and represent the needs of these stakeholders throughout the life of the project, providing a way for stakeholders to continue to provide input regarding project implementation and continuous improvement. ACE Austin is a member of Go Austin Vamos Austin (GAVA), the Dove Springs Community Alliance, the North Austin Community Alliance, and the Central Texas Afterschool Network (CTAN). These organizations are comprised of students enrolled at the proposed centers, their families, school administrators and staff, community members, representatives of the community-based organizations who provide services in these targeted neighborhoods, and representatives from private funders and public agencies. These organizations were deeply involved in the needs assessment, project planning, and school selection processes, and provided input into the design of project activities and service. All of these organizations will continue to provide feedback about program planning, design, and improvement; a discussion of OST activities is on the agenda of each meeting for these groups. Leaders from these groups will serve on the ACE Austin Project Leadership Team (PLT) that consists of students, parents, community members, program staff, project partners, and CTAN members. The PLT will help ACE Austin and its project partners continue to develop program goals and will provide project support and guidance, help secure community buy-in and support for sustainability, and support the development of the strategic plan. The PLT will meet on a regular basis to troubleshoot, provide feedback, and plan corrective action if necessary to ensure that grant goals and objectives are met. Since most of the proposed centers are already ACE Austin schools funded through Cycle 7, this ongoing needs assessment and continuous improvement process began five years ago and has been actively ongoing throughout the life of that grant. In partnership with CTAN and the ACE Austin Cycle 8 Family Engagement Specialist (FES), the Cycle 9 FES will facilitate a parent focus group that promotes program awareness, secures neighborhood involvement and support, and gives families a platform to provide feedback on the program. The focus group will provide guidance in the design and implementation of the program so that it addresses specific family, school, and community needs. Families are ACE Austin's best advocates, evidenced by their current active role in advocating for continued funds at schools where Cycle 7 is ending. In collaboration with the Texas Partnership for Out-of-School Time, ACE Austin will continue to support advocacy training for all focus group members so that they can effectively communicate with policy makers, funders, and community partners about program benefits and the need for program sustainability.

At the campus level, the Site Coordinator (SC) will meet with the principal monthly to address program expectations and any areas of concern. The SC also meets regularly with each school's Campus Advisory Council (CAC), which is comprised of teachers, parents, and community members. ACE Austin is on the agenda for every meeting. The Site Coordinator also serves on the Child Study Team (CST). Each team includes the principal, a school counselor, lead teachers, CIS/Communities In Schools staff, a Drop Out Prevention Specialist, a Parent Support Specialist, and a Family Resource Center representative. CSTs make crucial decisions regarding services to address student social, emotional and academic well-being, using real-time data aggregated in each student's Reliable Integrated Trend Score (RITS) (details, 17.4a). The SC's ability to articulate the role that OST programs play in preventing negative behaviors and delivering positive social, emotional and academic outcomes is fundamental to campus buy-in.

At every level and on a continual basis, ACE Austin strives to develop and maintain meaningful relationships in order to determine school and community needs, increase program awareness, assess program impact, identify areas that need improvement, seek suggestions on ACE Austin processes and procedures, and engage stakeholders in the important work of creating a community-wide system where there is culture of expectation for sustained high quality OST programs. Outcomes will be scrutinized by all stakeholders. When implementation of this project leads to the desired outcomes and stakeholders become advocates and supporters, there is every reason to believe that this model will be sustained.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the Site level, ACE Austin uses a variety of tools to conduct and document ongoing, internal monitoring of all program and services to ensure that high-quality programming is provided for all participants while also adhering to all grant requirements. At the organizational level, the Grant Administrator (GA) Project Director (PD) and the Academic Liaison (AL) will coordinate to review new research and best practices, devise a professional development plan, and develop pilot programs that incorporate the most up-to-date research and strategies for innovative Out-of-School Time programs.

Communication Among Project Staff: Before implementation, the ACE Austin Project Leadership Team will develop a task list that specifies the core elements of program implementation and sets deadlines for task completion. This task list will be reviewed and updated monthly. At the beginning of each year, the PD will meet with each Site Coordinator (SC) to set Specific, Measurable, Attainable, Relevant, and Timely (SMART) Goals in the following areas: program operations, communication, curriculum alignment, quality of instruction, and program evaluation. Individual goals will be reviewed mid-year and adjustments made if needed. The PD and AL will visit all sites on a regular basis and document each visit. Comments and recommendations for improvement will be sent to the SC, the instructor, and the principal. Observers will look for compliance in operational functions such as attendance tracking; safety, sign in/sign out, and transition procedures; and procedures for dealing with behavior issues. In addition, observers will check for fidelity to the project plan, including activity alignment, use of ACE unit and lesson plan templates, staff-to-student ratios, and student engagement strategies. Monthly SC meetings will provide the venue for communication about program-wide issues related to program quality and progress toward meeting grant expectations. Additionally the PD will conduct one formal full-program observation and assessment that focuses on big-picture program culture; interaction between students, school staff, OST staff, and families; and progress toward individual programmatic and professional goals. SCs also conduct full-program peer-to-peer observations, where they are encouraged to collaborate on observation goals, continuous improvement, and vertical alignment. Each SC works with the PD to develop a SMART goal that (s)he will achieve either by observing a program or being observed by another SC who will share observation notes and recommendations. This empowers SCs to communicate about program strengths and areas for improvement, and continuously implement the most successful strategies across all ten centers while also ensuring that vertical and horizontal consistency is updated as programs evolve.

Ongoing Training and Support for All Staff: ACE Austin will develop a program model that utilizes best practices of professional development, peer-to-peer learning, curriculum and instruction, student assessment and program evaluation. OST instructors will receive forty hours of pre-service training that will include: Positive Behavior Support, Social and Emotional Learning, and Project-Based Learning strategies; best practices for lesson delivery, assessment, and youth development; and specific curriculum implementation to ensure fidelity. ACE Austin participates in the community-wide Youth Program Quality Initiative and leadership team members and all SCs will be trained to use the Youth Program Quality Assessment (YPQA) tool. Each semester, the PD and AL will conduct a minimum of two assessments using the YPQA tool, and the results of each assessment will guide the quality improvement and professional development plan for instructors. The PD and the AL will assist the SC and the instructors, through supervision and consulting, to devise a program improvement plan based on the YPQA tool. SCs will also lead trainings for peers and instructors, with support from the PD and AL. This level of professional development serves both the trainer and the trainee by providing opportunities for the SC to grow communication and leadership skills while also allowing peers and instructors to learn from and replicate ACE Austin's most successful innovations and take-aways from conference sessions.

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 227-901			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 1		Center Name: Bedichek Middle School		
9 digit campus ID#	227901054	Distance to Fiscal Agent (Miles)	8.5 miles	
Grade Levels to be served (PK-12)	6 th – 8 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			140	
Number of Adults (parent/ legal guardians only) to be served:			35	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 2		Center Name: Doble Middle School		
9 digit campus ID#	227901055	Distance to Fiscal Agent (Miles)	6 miles	
Grade Levels to be served (PK-12)	6 th – 8 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			120	
Number of Adults (parent/ legal guardians only) to be served:			35	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 227-901			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3		Center Name: Martin Middle School		
9 digit campus ID#	227901051	Distance to Fiscal Agent (Miles)	5 miles	
Grade Levels to be served (PK-12)	6 th – 8 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			110	
Number of Adults (parent/ legal guardians only) to be served:			30	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4		Center Name: Mendez Middle School		
9 digit campus ID#	227901058	Distance to Fiscal Agent (Miles)	10 miles	
Grade Levels to be served (PK-12)	6 th – 8 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			135	
Number of Adults (parent/ legal guardians only) to be served:			35	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name: T.A. Brown Elementary School		
9 digit campus ID#	227901109	Distance to Fiscal Agent (Miles)	4 miles	
Grade Levels to be served (PK-12)	PK – 5 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		125		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name: Langford Elementary School		
9 digit campus ID#	227901168	Distance to Fiscal Agent (Miles)	10 miles	
Grade Levels to be served (PK-12)	K – 5 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		130		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	Center Name: Oak Springs Elementary School			
9 digit campus ID#	227901125	Distance to Fiscal Agent (Miles)	4 miles	
Grade Levels to be served (PK-12)	PK – 5 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		120		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	Center Name: Rodriguez Elementary			
9 digit campus ID#	227901174	Distance to Fiscal Agent (Miles)	9 miles	
Grade Levels to be served (PK-12)	PK – 5 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		140		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	Center Name: Widen Elementary			
9 digit campus ID#	227901175	Distance to Fiscal Agent (Miles)	9.5 miles	
Grade Levels to be served (PK-12)	PK – 5 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		125		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	Center Name: Wooten Elementary			
9 digit campus ID#	227901144	Distance to Fiscal Agent (Miles)	4 miles	
Grade Levels to be served (PK-12)	PK – 5 th grades			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:		125		
Number of Adults (parent/ legal guardians only) to be served:		50		
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school-wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination: ACE Austin will work with campus leadership to ensure that all school-wide programs target students appropriately matched to each program's services and strategies. Wherever appropriate, programs will recruit students together into multiple activities that meet different needs, so that each student receives a full spectrum of diverse services.

Identifying Students: Funding from this grant will allow ACE Austin to serve between 120 and 140 students per campus as part of its core program. The need on each campus is far greater than the resources available through this grant. Therefore, the Project Leadership Team (PLT) decided it was important to be clear about which students would be targeted and how they would be served. The PLT developed a three-tiered approach to participant identification and intervention development. Tier one and two students will be identified using academic data such as STAAR, district benchmarks, reading levels, and English proficiency. Once the 2015 STAAR scores are released, students scoring below 50% in core subjects will be identified for High Dosage Tutoring. Certified teachers paid by Title I will provide tutorials addressing individual student academic needs. Tier one students will be enrolled in tutorials two days per week. The other two days of the week, the same students will participate in interest-based enrichment classes. Students demonstrating mastery between 50% and 70% will be targeted for the core classes. The Academic Liaison (AL) will analyze each tier two student's mastery of individual standards and develop grade level lessons that are aligned with school day curricula and address the standards that students have not mastered. Students will be enrolled in core classes two days per week; the other two days they will be enrolled in interest-based enrichment. Real-time disciplinary data from the Child Study System (CSS) will be used to target tier three students and their families for participation in Family Engagement, afterschool, and summer activities; all campus staff has access to update a student's profile in the CSS, so students can be targeted at the earliest warning sign observed by any school-based adult advocate.

Recruitment: Once students are identified, ACE Austin will invite parents to attend an orientation and market the program to families. Successful marketing and program promotion is essential to helping parents understand the academic, social, emotional, and health benefits of the program, and to securing parent and student buy-in. An important aspect of marketing is ensuring that the program creates an engaging, successful learning environment. The combination of highly engaging programming and an extensive parent outreach effort will result in successful recruitment efforts. To determine what types of programs will engage youth and families, ACE Austin will conduct a needs assessment that will include focus groups and surveys to determine interest areas.

Retention: Ongoing monitoring of attendance patterns helps staff address issues that otherwise become barriers to regular attendance. ACE Austin staff take daily attendance and monitor absence patterns weekly. They work with the Family Engagement Specialist and the campus Parent Support Specialist to notify parents of students' absences, and work to address the causes of repeated absences. Parent participation in activities also increases student participation levels. At the end of the day, ACE Austin must deliver on its promise that activities will be engaging and that participation in this program will result in increased academic, social, and emotional success for every student. If the school leadership, teachers, and families see that participation makes a difference, they will ensure that students continue to attend.

Summer Academic Intervention: Coordination for identifying, recruiting, and retaining students for summer academic intervention will be adapted to ensure that the process meets summer-specific needs of students and their families. Site Coordinators, teachers, and campus leadership will begin identifying students in the spring semester based on academic year performance in both school-day and afterschool settings, in addition to the outcomes listed above. School-day teachers paid by Title 1 will provide three hours of academic intervention daily to all Tier 1 and Tier 2 students, who will also engage in teambuilding, Camp Spirit, and academic enrichment activities during the afternoons to complete a full-day summer learning experience.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will offer a comprehensive array of programming for a minimum of twelve hours per week for 29 weeks during the school year and a minimum of 180 hours over the course of six consecutive weeks during summer, for an annual total of 35 weeks. The summer program will run June 5 through July 21, 2017, operating for a minimum of 180 hours—the National Summer Learning Association (NSLA) asserts that 120 hours is the minimum dosage to have a measurable impact. Some centers may offer more hours depending on individual campus needs and availability of resources. The summer program will serve incoming 3rd, 4th, and 5th grade elementary students and 6th, 7th, and 8th grade middle school students targeted for participation based on teacher recommendations and benchmark assessment data. To ensure that programs meet the needs of working families, additional programming will be implemented to engage the siblings of targeted students. Programs will be staffed by a combination of school-day teachers and staff, and highly trained part-time instructors. Additionally, volunteers will be engaged at each campus (details, 16.9).

Research cited in the NSLA's *Summer Starts in September, a Comprehensive Planning Guide for Summer Programs* (2013) states that two thirds of the ninth grade reading achievement gap between lower and higher income youth can be attributed to unequal summer experiences during the elementary school years. Where middle income youth make slight gains in reading, their low income peers lose more than two months in reading achievement over the summer. All youth suffer learning losses in math. Above and beyond the 45 day participation goal, summer programs will engage all participants for a minimum of 85% of program days, which the NSLA asserts is an indicator of engagement and ensures that participants are receiving the necessary dosage of academics and enrichment to mitigate summer slide. Summer programming is an essential component of the proposed plan. Summer programs will also incorporate the minimum nutrition and physical activity necessary to maintain healthy habits and reduce obesity and health risks from one school year to the next.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE Austin takes the safety of participating students very seriously. Parents state safety as their number one concern when asked about what they want the program to provide. ACE Austin has comprehensive policies and procedures regarding all aspects of student safety including monitoring student attendance with sign in and sign out logs, accident reporting, first aid and CPR, student/staff ratios, student medications, campus lock-down incidents, student monitoring, study trips and behavior management. ACE Austin uses two tools to monitor compliance with policies and procedures outlined in the Employee Handbook: The ACE Safety Self-Assessment and the YPQ Assessment that measures not only the safety of the physical space but assesses the social and emotional climate of student and instructor interactions. A safety assessment is conducted at each site at least twice annually. If safety concerns are identified, an improvement plan is developed and implemented immediately. Student registration forms will be completed for every participating student. The form contains parent contact information, medical emergency information, photo release statement, and the parents' preference for transportation home from the program. To prevent noncompliance issues from occurring, ACE Austin trains all new staff on district and program safety policies and procedures as outlined in the Employee Handbook, the ACE Safety Self-Assessment, and best practices as stated in the YPQ assessment. Because the social and emotional safety of our students is also very important, all instructors and vendor staff receive training on SEL strategies, and how to recognize and stop bullying. All ACE Austin safety policies and procedures including the district's bullying prevention policy will be clearly stated in the Parent Handbook distributed to every family. To ensure safe passage home, ACE will follow district guidelines regarding transportation and will provide transportation for students who live beyond a two-mile radius of the campus they attend. During the registration process, parents will indicate if their child will walk home, take the bus, or be picked up by a designated adult. Parents or their designees must sign the sign-out sheet when they pick their children up. Each Site Coordinator has full responsibility for every participant until that child has safely exited the school grounds according to their parent's transportation request (walk, bus, or pickup).

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed activities will incorporate five key research-based strategies cited in the Department of Education's "What Works" Clearinghouse publication, *Structuring Out-of-School Time to Improve Academic Achievement*. ACE Austin is a leader in building these research-based practices into OST offerings, most importantly through assessment and evaluation of local data to meet student needs and achieve desired campus and student outcomes. These strategies affirm that OST programs improve achievement by: Aligning with the School Day, Maximizing Participation & Attendance, Meeting Small & Individual Group Needs, Providing Engaging Experiences, and Assessing Performance & Improving Program Quality (details, 16.3). All curriculum taught in ACE Austin programs is developed using the Austin ISD Curriculum Roadmap (CRM), the guiding set of standards for school-day learning. The CRM is based on the Texas Essential Knowledge and Skills (TEKS), College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS), and 21st Century Skills, and is developed and revised annually by district teachers to ensure continuously-evolving high expectations for student achievement. Essential Questions from the CRM act as overarching programmatic themes, which drives students to make interdisciplinary connections as they explore meaningful academic content. Partner organizations must provide curricula with stated learning goals and the TEKS that each lesson addresses. To ensure that ACE Austin programs provide opportunities for youth to practice skills through engaging activities, the five core learning principles developed by the *Learning in Afterschool Project* drive the design of all Academic, Enrichment, Family Engagement, and College and Workforce Readiness activities. The principles are supported by research on brain development, pedagogy, afterschool programs, and the science of learning; they support each other, and when implemented together, provide a useful framework for providing high quality intervention that results in mastery of meaningful academic content and provides opportunities for youth to practice skills through engaging and interactive activities. The principles assert that Learning is Active, Learning is Collaborative, Learning is Meaningful, Learning Supports Mastery, and Learning Expands Horizons. They are the foundation for professional development, lesson design and delivery, and measuring program effectiveness. ACE Austin is also extremely invested in the Youth Program Quality (YPQ) Initiative of Central Texas. An assessment and corresponding training modules address the emotional safety of the environment at the point of service, student/staff interaction, and youth engagement. To ensure intentionality, lessons are developed to include all components of the YPQ, including: Active Learning, Building Community, Planning and Reflection, Youth Voice, Reframing Conflict, and Cooperative Learning. The Youth Program Quality Assessment (YPQA) will be used to measure implementation success. Another universal strategy that will be implemented is Second Step, an evidence-based program which teaches 4-14 year olds socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. AISD is one of eight districts selected to partner with the Collaborative for Academic, Social and Emotional Learning (CASEL) to implement a district-wide SEL initiative—ACE Austin will reinforce district efforts by providing Second Step extension activities. In order to maximize the effects of summer programs and utilize the unique opportunity presented by summer learning time, ACE Austin programs align with the 80 evidence-based indicators outlined by the National Summer Learning Association's Comprehensive Assessment of Summer Programs (CASP). The CASP is guided by the vision that Summer Learning Programs should be designed, planned, and implemented to intentionally promote skill-appropriate learning and healthy development. Local data is used to target students for summer programs based on how each student's particular needs match with services available at that campus. The Project Leadership Team used local data from the Index 1 Student Achievement Score to identify ten centers where student need is concentrated, and the ACE Administrator met with the ten principals to discuss individual school needs and student-level need. A careful review of campus-level data, including STAAR and benchmark scores, reading levels, grades, English proficiency, promotion rates, and Reliable Integrated Trend Score (RITS), which combines attendance, discipline and course-failure to assign students a score. A student's RITS score determines whether they receive early intervention by the Child Study Team (CST), and is updated with data in real time; as a member of the CST, the Site Coordinator will collaborate to ensure that program activities are included in wraparound services, and that all services respond to student needs with agility.

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Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE Austin Project Leadership Team (PLT) has a combined thirty-one years' experience designing and implementing instruction that is adaptable to the academic and developmental needs of students, especially focusing on those students who are most at risk of academic failure or dropping out. ACE Austin programs address student needs through innovative programs aligned with evidence-based strategies (details, 17.4a) and guided by the *Texas ACE Blueprint's* Four-Component Activity Guide. The staff to student ratio for elementary schools will be 1:10, and middle schools will go up to 1:15, ensuring that all students get the level of attention necessary for success.

Academic Assistance: The PLT works with school-day teachers to adapt curricula validated by the Office of Academics so that activities incorporate OST best practices while addressing the specific challenges of targeted, struggling students. To determine effectiveness and ensure intentionality, lessons are developed with SMART goals; attainment of SMART goals is measured through curriculum-embedded assessments, benchmarks, individual student Reliable Integrated Trends Score (RITS), and informal assessments like projects and reflections. Site Coordinators (SCs), principals, and school-day teachers target struggling students whose needs are best met by OST academic intervention during the school year; these interventions work in conjunction with other school-based interventions, like high-dosage tutoring or IGNITE middle school credit recovery program, so that OST is one of several adaptable tools matched to the particular needs of students. Every ACE participant will also have time to complete homework in small groups with support from qualified adults. In Summer, SCs and principals will target the most high-need students who will not be served by mandatory summer school and recruit them to participate in an integrated academic and enrichment summer camp. School-day teachers will engage students with small-group instruction, followed by academic enrichment, teambuilding, and Social Emotional Learning activities. Summer programs offer a minimum of 180 hours of academic enrichment, and 30 minutes of daily physical activity for every three hours of sedentary learning time, which the National Summer Learning Association (NSLA) indicates is the minimum dosage to stem learning loss and health risks that occur in summer when students do not have access to intentional programs. Enrichment activities will engage students in groups of fifteen or fewer during the academic year and twelve or fewer during summer programs, with the overall staff to student ratio at 1:10 in accordance with recommendations set forth by the NSLA.

Enrichment: The SC uses student feedback to develop diverse, exciting activities that reflect student interest while also supplementing school-day learning and enhancing skills that help students become successful in all school experiences. ACE Austin staff, school-day staff, and community partners lead activities in Fine Arts, Health and Nutrition, Cultural Awareness, Anti-Bullying, Culinary Arts, Gardening, STEM, and Leadership and Youth Development. Activities specific to Austin's unique culture connect students to the larger community through service learning projects to maintain the greenbelt, 3D printing projects with the maker community, or building bikes and cycling through Austin's hike and bike trails.

Family & Parental Support Services: The Family Engagement Specialist works with partners from the community and the school district to ensure that families receive all the support they need to participate in their students' educational experience and continue their own (details, 17.5a-c).

College- and Workforce Readiness: Students get every opportunity to tap into the colleges and universities in Austin through field trips, college fairs, and special events that excite students and strengthen connections to post-secondary opportunities. ACE Austin activities connect learning to college and career through field trips and guest speakers from related professional fields. All STEM activities will incorporate professional-grade technology and apprenticeship opportunities will be available at the middle school level—these opportunities have the dual advantage of growing workforce skills while also sparking student interest in college and career paths they would not otherwise experience.

A growing body of data shows that teaching Social and Emotional Learning (SEL) as explicitly as core subjects improves academic achievement, reduces behavior problems, and sets up students for success as adults. ACE Austin programs address social and emotional developmental needs for students by extending SEL strategies from the school-day into OST. Each center has an established SEL initiative.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The full-time Family Engagement Specialist (FES) will oversee all family engagement activities at the ten campuses, and develop and maintain partnerships with the campus Parent Support Specialists, relevant school staff, and community-based organizations. Currently, ACE Austin FESs collaborate closely with the parent division of the Social-Emotional Learning (SEL) Department to provide classes that support SEL for entire families and deepen the connection between the school-day SEL initiative and Out-of-School Time. The FES is also responsible for cultivating new partnerships that connect families to services available in the community; current partnerships include the Sustainable Food Center, Capital Area Food Bank, KLRU/PBS, 4H/Texas AgriLife Extension, Skillpoint Alliance, GENaustin, Cooking Up Cultures, and the National Alliance on Mental Illness, all of which have collaborated with ACE Austin to develop classes and activities for families, along with providing direct services that address learning, nutrition, parenting, and mental health. The FES is also responsible for collaborating closely with the staff at the Family Resource Centers (FRCs) serving these schools through The Austin Project. ACE Austin programs will focus on neighborhoods where the FRCs are integral to school culture, and the FES will benefit from strong relationships already developed by the FRC staff. The FRCs will host monthly meetings where representatives of neighborhoods, churches, law enforcement, family and youth serving organizations, the City of Austin, Travis County, and the neighborhood schools gather to discuss service delivery and impact. The FES will represent ACE Austin at these meetings. In addition, the FES will work closely with AISD's Department of Adult Education to provide ESL and Literacy classes, which are in demand by AISD families. The FES will also facilitate a family focus group, which has been well-established over the last five years at campuses with an existing Cycle 7 grant; families from new centers began meeting early this year. The focus group has provided invaluable guidance and support to the overall ACE Austin program.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will provide support, guidance and training to each school's Site Coordinator (SC). The role of the SC is critical to engaging families, and for the past five years ACE Austin has refined each position to implement a system that supports families as they engage in the ACE Austin program as learners, volunteers, and advisors. The FES and SC will work together to provide a comprehensive Family Engagement Program. Each school included in this proposal employs a Parent Support Specialist (PSS) with whom ACE Austin partners closely to determine need, plan programs, develop relationships with families, and recruit participants; at middle schools, the FES will also work with Graduation Coaches to ensure that families of students at-risk of dropping out receive the necessary support. The FES will identify and develop resources, and schedule training opportunities and classes. The FES will be responsible for designing parent-friendly interest and feedback surveys that will be conducted regularly; survey results will ensure that program offerings reflect community need. By providing a menu of classes and services that are available to the families, the FES will save the SC time that can be used to develop relationships with adult family members. The FES is also responsible for program promotion through parent newsletters, and community-wide events that engage families such as the annual Afterschool Showcase. When promoting classes, events, or reporting on student progress, phone calls and personal interactions are also necessary. The FES will work with the PSSs to develop a phone tree and email list so parents will hear about learning opportunities through a variety of conduits. Recruitment is only part of the equation; retention and ongoing participation are the greater challenge. Parents will be engaged continuously because high quality programs will meet their needs. Just as the Academic Liaison offers support to SCs regarding youth program quality and intentionality, the FES will coach SCs on adult program quality and intentionality. The FES will monitor classes and events for attendance, compliance, and quality, to ensure that the same systems for continuous improvement ACE Austin has in place for the youth classes will apply to the adult classes as well.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE Austin is fortunate to have developed supportive partnerships with a set of community-based organizations that are also committed to engaging families. As mentioned in Program Requirement 5a above, the Family Engagement Specialist (FES) will be responsible for maintaining existing relationships and developing new ones so that a menu of services can be available when each school's assessment indicates a need for the service. The AISD Adult Ed Department will provide ESL and Adult Literacy classes. Classes will be offered at each school where there is a need. As high rates of obesity and diabetes exist in the communities in which these schools are located, ACTIVE Life will provide Family Fit Nights on each campus where parents will learn activities they can do with their children at home. Zumba is a frequently requested class that's popular on most of our existing campuses, and it will be offered at each school if desired by the parents. With support from the Capital Area Food Bank and Sustainable Food Center, FESs will create and implement trainings around healthy nutrition habits while also connecting families to these two organizations that support families experiencing food scarcity.

KLRU, the local PBS station, will conduct parent training on literacy and Smart Screen Time, which helps families understand how to use technology to enhance learning and engagement at home. Summer Reading, Basic Technology, Fun with Math, and Advocating for Your Child are topics that are developed and/or facilitated by the FES and will be offered at all campuses. In coordination with the Social Emotional Learning (SEL) Department of Austin ISD, social-emotional learning will be offered to families at each campus. Strengthening Families, described earlier in the proposal, will be offered each semester at centrally located schools in each neighborhood, and more often and in more neighborhoods if needed. Additionally, the FES has worked to provide classes in automotive repair, tax filing guidance. All of the programs listed above will be supported by funding from this grant. In addition to offering activities that address the needs of working families, the FES will enhance opportunities for middle school parents to engage actively and meaningfully in their child's education by working with Graduation Coaches and the SC to target students at-risk of dropping out and ensure their families are supported in getting students on track for academic success.

Programs supported by other funding sources include: Love and Logic, an approach to raising youth that provides loving support from parents while at the same time expecting children to be respectful and responsible will be facilitated by the Parent Support Specialists and offered to each neighborhood at a central location; 4-H CAPITAL will offer nutrition based cooking classes at each neighborhood's middle school where kitchen facilities are available; other classes and activities will be sought and/or developed by the FES as needed based on parent input.

All adult and family activities will be offered at a time that is convenient to the participants. Often that time is in the early evening. However, experience indicates that sometimes attendance is better when classes are offered in the morning after parents drop off their children at school or in the afternoon prior to pick up time. Exact times and specific activities will be determined only after a comprehensive needs assessment has been conducted at each school and parents have had the opportunity to tell the FES and SC what works best for them and their families. This includes seeking out service providers such as: KLRU, which helps parents support literacy at home; and Travis County Extension, which provides healthy cooking classes to adults. These are examples of organizations that will be able to provide services more efficiently and intentionally when coordinating with one person. By providing a menu of classes and services that are available to the families, the FES will save the SC time that can be used to develop relationships with adult family members. Once the comprehensive needs assessment has been conducted and activities are underway, the FES will continue to quarterly group sessions in each community to check in with families, receive input and tweak offerings and schedules that may not be meeting family needs.

During summer programs when 100% of student learning is led by ACE Austin, the FES will work with summer staff to ensure that parent communications are enhanced with more information sent home, more face to face interaction about student enrichment and learning experiences, and more opportunities to volunteer during lessons and field trips.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-901			Amendment number (for amendments only):	
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 25		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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